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Rhode Island Training School (RITS) Education Program

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Education: Administration

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1701

Effective Date: June 14, 2004 Version: 1

The Division of Juvenile Correctional Services: Training School and Detention Center, hereafter, referred to as “the Division” or “the RITS”, is established to provide short-term care in a secure facility to juveniles who are pending court action or adjudicated or awaiting transfer to another facility. This care includes the provision of educational programming. Specifically, the Principal of the Education Program is responsible for ensuring:

- The establishment and maintenance of an educational program that complies with Rhode Island General Law and the policies and procedures that are established by the Rhode Island Department of Education;
- The assessment of the juveniles’ educational needs, to include testing and evaluation;
- The provision of the educational programs of juveniles during detainment; and
- The provision of the appropriate transitioning to community education programs upon the juvenile’s release.

The Education Program does not discriminate and provides equal opportunity to all individuals according to the United States Constitution, the Social Security Act, Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), Section 504 of the Rehabilitation Act of 1973 as amended (29 U.S.C. 794), the Age Discrimination Act of 1975 as amended (42 U.S.C. 6101 et seq.), Title IX, Education Amendments of 1972 and all other relevant federal laws.

It is the Education Program’s policy to make decisions regarding the treatment of residents, hiring, promoting, discipline, transferring and terminating employees, without regard to race, color, sex, national origin, religion, sexual orientation, military or veteran’s status, physical or mental disability or any other characteristic protected by applicable law.

The Department of Children, Youth and Families does not tolerate sexual harassment in any form. The Education Program administration notifies staff, students and their parents/guardians of the Department’s sexual harassment policies and grievance procedures to resolve complaints.

The Mission of the Education Program, as a mandatory educational program within a juvenile correctional facility, is to create a safe and consistent learning environment in which all Training School students can learn the skills, knowledge and values to succeed in school, work and the community.

Related Procedures...

[Education: Administration](#)

Education: Administration

Procedure from Policy 1200.1701: Education: Administration

- A. The Superintendent of the Rhode Island Training School (RITS) has the overall governing authority for the Education Program. The Principal of the Education Program is the immediate authority. The Principal is responsible for the overall administration, organization, and management of the Education Program.
- B. The Principal develops, implements, and manages all aspects of the Education Program, according to the parameters that are established by the Rhode Island Department of Education, this policy, the DCYF, and the law.
- C. The Principal or his/her designee ensures that program components address the following:
 - 1. Assessment and Education Program Planning:
 - a. Assessing students' strengths and weaknesses through the use of a variety of screening techniques and instruments;
 - b. Identifying any difficulties experienced by students in school and communicating that information to professional support staff;
 - c. Distributing the assessment data for overall education planning;
 - d. Facilitating any specialized medical and/or psychological testing that is determined to be essential; and
 - e. Offering a diagnostic perspective of each student's educational needs to the school, court or other involved agencies/individuals.
 - 2. Social and Educational Skills Development:
 - a. Focusing primarily on coping skills for daily detention living and re-socialization skills for return to the community;
 - b. Providing counseling services for support and information for students to reduce their anxiety about their status;
 - c. Improving the quality of staff-student relationships, helping students to more positively respond to adults as authority figures; and
 - d. Assisting students to increase and improve their independent problem-solving skills.
 - 3. Education:
 - a. Providing an educational experience that promotes achievement and replaces patterns of failure with patterns of success;
 - b. Providing educational services that motivate students to continue their education upon release;
 - c. Providing career/occupational counseling and experiences that emphasize occupational interests, skills, knowledge, habits and attitude required for successful employment; and
 - d. Introducing community resources that support and sustain students.
 - 4. Fiscal Administration:
 - a. Managing the allotment of appropriations and budget preparations.
 - b. Routinely monitoring expenses related to areas of responsibility.
 - c. Preparing itemized operational budgets for areas of responsibility and submitting them to the Superintendent or his/her designee each year.
- D. The Superintendent routinely meets with the Principal to establish and/or review policies and procedures for the Education Program, and to identify and plan processes for quality improvement. All Education Program policies and procedures are reviewed (and revised as appropriate) at least annually.

- E. Rhode Island General Law (RIGL) 16-12.1-1 recognizes that administrators are not members of teacher collective bargaining units and, therefore, are not protected by the terms of teacher bargaining agreements. The law states. "While clearly intending neither to interfere with the discretion of school committees to choose those who shall administer local schools nor to grant tenure to school administrators, the general assembly deems it necessary to the orderly and effective functioning of public education to inform school administrators of the bases or reasons for their suspension, dismissal, or non-renewal of their employment relationship, and to afford administrators an opportunity to be heard before the school committee. Full disclosure of the bases or reasons for suspension, dismissal, or non-renewal and the hearing which may follow, while providing administrators and school committees a meaningful hedge against mistaken or impermissible actions as well as an opportunity to question and confront those individuals whose judgment or allegations furnish the basis for the actions taken, are ultimately intended to erase harmful innuendo from any suspension, dismissal, or non-renewal of an administrator."
- F. In compliance with RIGL 42-72-6-2, the Education Program, with full and reasonable staff and community participation, prepares a detailed comprehensive educational plan for providing adequate and appropriate educational services to all residents of the Training School, without exception, as provided by state law. This comprehensive plan shall include, but not be limited to, the following elements:
1. A mission statement, in strict conformance with state and federal law and state regulations, that clearly delineates the goals and objectives of the Education Program, and provides an effective guide for the employment of resources, and for expectations of the youth, parents, professional staff, the judiciary, and the citizens of the state of Rhode Island about their roles and responsibilities in the system;
 2. A system of governance for the Education Program that delineates the chain of authority, provides adequate and appropriate decisional authority to the administrative, educational, custodial, social service and other professional staff, and defines and coordinates their roles in the effective operation of the system;
 3. A state of the art educational program that addresses the profound and diverse needs of incarcerated youth and includes, but is not limited to, the following elements:
 - a. Programming for youth who have not graduated from secondary school including: academic, technical, computer, life and career skill development;
 - b. Programming for students who have completed a secondary school program or who have obtained a general equivalency diploma (GED), including: college courses, career and technical courses, life and parenting skills, and job readiness;
 - c. Programming as above for students with limited English proficiency or other special needs;
 - d. Educational programming that provides special educational programming to residents in conformance with their needs, as well as state and federal law, but which does not limit the school curriculum to special educational services;
 - e. A "total programming" approach that places the educational service component in the context of a youth centered rehabilitative program that concentrates on the development of educational and social competence in residents;
 - f. A plan for obtaining accreditation through an appropriate forum or model for the educational program; and
 - g. The creation of a forum that provides an inclusive, cooperative model for involving the other state departments, as appropriate, members of the state's business community, religious community, voluntary services

community, and social service community in advising and devising programming, in supporting and advocating for the residents as they attempt to build new and successful lives in the community.

Education: Program Structure

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1702

Effective Date: June 14, 2004 Version: 1

The Principal of the Education Program is responsible for developing and maintaining a program structure that facilitates the effective delivery of educational services. The program structure will provide:

- A clearly articulated mission for the program that focuses the attention of program staff and others on what the program is intended to accomplish.
- A structure that assists students in moving toward greater independence by increasing their skill level in self-help domains, in the productive use of leisure time and in community integration.
- Accountability, both fiscally and in terms of goal attainment, in order to maintain integrity through documentation and policies and procedures.
- Operational plans that include referral and program entry and exit procedures, safety protocols, monitoring and reporting procedures, Individualized Education Program (IEP) and Section 504 planning processes and guidelines for the operation of a staff team.

Related Procedures...

[Education: Program Structure](#)

Education: Program Structure

Procedure from Policy 1200.1702: Education: Program Structure

- A. The Principal develops, implements, and manages all aspects of the facility according to the parameters that are established by the Department, this policy and the law.
- B. The Principal or his/her designee will ensure that the Education Program addresses the following:
 - 1. Assessment and Education Planning:
 - a. Assessing juveniles' strengths and weaknesses through the use of a variety of screening techniques and instruments;
 - b. Identifying any difficulties experienced by juveniles and communicating that information to professional support staff;
 - c. Distributing the assessment data for overall education planning;
 - d. Facilitating any specialized medical and/or psychological testing that is determined to be essential; and
 - e. Offering a diagnostic perspective of each juvenile's educational needs to the school, court or other involved agencies/individuals.
 - 2. Support Programs:
 - a. Focusing primarily on coping skills for daily detention living and re-socialization skills for return to the community;
 - b. Providing support and information for juveniles to reduce their anxiety about their status;
 - c. Improving the quality of staff-juvenile relationships, helping juveniles to more positively respond to adults as authority figures; and
 - d. Assisting juveniles to increase and improve their independent problem-solving skills.
 - 3. Education:
 - a. Providing an educational experience that promotes achievement and replaces patterns of failure with patterns of success;
 - b. Providing educational services that motivate juveniles to continue their education upon release;
 - c. Providing career/occupational counseling and experiences that emphasize occupational interests, skills, knowledge, habits, and attitude that is required for successful employment; and
 - d. Introducing community resources that support and sustain juveniles.
- C. The organizational structure is designed to effectively facilitate departmental operations as follows:
 - 1. The RITS Superintendent or his/her designee will provide supervision, guidance and support to Principal.
 - 2. The Principal has the overall responsibility for the effective operation of the Education Program and provides direct supervision to the Assistant Principal, Director of Special Education, Senior Clerk Typist, and the Administrative Assistant and others, as appropriate. The Principal also manages the daily planning and operations of the itinerant and career/technical programs and the post secondary education programs.
 - 3. The Director of Special Education provides direct supervision, guidance, and support to the Student Support Programs. He/She is responsible for managing the daily planning and operations of the Language support, Guidance and Math,

English Language Learners (ELL) support, Resource support and Clinical support.

- D. The overall program structure for education has three main components that are described in detail in this manual:
 - 1. Middle/Secondary Programs (see Policy 1200.1722, [Middle/Secondary Education Program](#));
 - 2. General Education Development Program (see Policy 1200.1731, [General Education Development \(GED\) Program](#)); and
 - 3. Post Secondary Programs (see Policy 1200.1724, [Post Secondary Education](#)).
- E. The Principal may reassign supervisory duties and responsibilities as he/she deems necessary and/or appropriate.

Education: Program Approval (Alternative Education Program)

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1704

Effective Date: June 14, 2004 Version: 1

The Board of Regents is the governing body that ultimately approves the Rhode Island Training School Education Program. The Commissioner of Elementary and Secondary Education, as authorized by the Board of Regents, is the immediate program approval authority for the Education Program.

Related Procedures...

[Education: Program Approval \(Alternative Education Program\)](#)

Education: Program Approval (Alternative Education Program)

Procedure from Policy 1200.1704: [Education Program Approval \(Alternative Education Program\)](#)

- A. Rhode Island General Law, Title 16, Chapter 1 describes the duties of the Commissioner of Elementary and Secondary Education.
- B. The duties of the Commissioner include:
 - 1. Certifying the approval of accredited schools.
 - 2. Recommending to the Board an outline of the subjects and courses of study and the instructional standards for elementary and secondary schools.
- C. The Principal and staff, on an annual basis, compile materials that must be submitted to seek school approval and forward to the Director of DCYF for review.
- D. The Director submits the required documentation seeking formal approval from the Commissioner.
- E. Program approval is provided in writing to the Department by the Commissioner.

Education: Program Review and Evaluation Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1705

Effective Date: June 14, 2004 Version: 1

The Education Program recognizes the importance of achieving and maintaining the highest standards of performance for education in a youth correctional setting. Therefore, its goal is to seek, achieve, and maintain standards that are reviewed and evaluated by state and nationally recognized autonomous accrediting entities.

This practice contributes to the continuous improvement of the Education Program and helps to ensure the quality and integrity of services that are provided. The Education Program seeks and maintains review, evaluation and approval for operation from the Rhode Island Department of Education and the Correction Education Association (CEA).

Related Procedure...

[Education: Program Review and Evaluation](#)

Education: Program Review and Evaluation

Procedure from Policy 1200.1705: Education: Program Review and Evaluation

- A. At least annually, the Principal applies for and facilitates the on-site review and evaluation of the Education Program's programming and services by the Rhode Island Department of Education (RIDE).
- B. The evaluation will determine the degree to which the Education Program meets RIDE's standards for continued approval.
- C. Upon completion of the review, the Education Program responds to any corrective action that is identified by RIDE representative(s) and submits documentation of the corrective action as required by the RIDE.
- D. The Education Program Administration maintains documentation of:
 - 1. The annual review;
 - 2. Corrective action requirements, if applicable, that are identified by the reviewers;
 - 3. Corrective action(s) that occurred, if applicable, in response to the review;
 - 4. Written approval (accreditation) from RIDE to operate the Alternative Education Program (AEP) within the RITS.
- E. The Principal applies for and facilitates the Correctional Education Association's (CEA) on-site review, evaluation and accreditation of the education program.
- F. The CEA accreditation review will occur every three years.
- G. The Education Program Administration will maintain documentation of:
 - 1. The CEA review;
 - 2. Corrective action requirements that are identified by the reviewers (if applicable);
 - 3. Corrective action(s) that occurred in response to the review (if applicable); and
 - 4. Written approval (accreditation) from the CEA.
- H. At least bi-annually, the Principal or his/her designee facilitates the Education Program's Community Advisory Board's review and evaluation of the Education Program's career/technical studies.
- I. Representatives from various constituencies also meet periodically to discuss issues relating to school improvement.

Education: Daily Program Operations Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1706

Effective Date: June 14, 2004 Version: 1

The Principal of the Education Program is responsible for the overall daily operations of the school program. The Principal ensures that the school operates in accordance with the provisions of R.I.G.L. 16-2-9.1 and 42-72-6-2 (See Policy 1200.1701, [Education: Administration](#)).

All RITS Education Program staff comply with the daily operations procedures that are established by the Division of Juvenile Correctional Services: Training School and Detention Center policies.

Related Procedures...

[Education: Daily Program Operations](#)

Education: Daily Program Operations

Procedure from Policy 1200.1706: Education: Daily Program Operations

- A. The Education Program Administrators and staff, as appropriately delegated, conduct daily operations and management in a manner reflecting the R.I.G.L. Chapter 16, SECTION 16-2-9.1 that describes ethical professional principles in the school management (as follows):
 - 1. Formulate written policy for the administration of schools to be reviewed regularly and revised as necessary;
 - 2. Exercise legislative, policy-making, planning and appraising functions and delegate administrative functions in the operation of schools;
 - 3. Recognize the critical responsibility for staff selection, while clearly defining their roles and responsibilities, and evaluating their performance regularly without directly engaging in administrative processes;
 - 4. Accept and encourage a variety of opinions from and communication with all parts of the community;
 - 5. Make public, relevant institutional information in order to promote communication and understanding between the school system and the community;
 - 6. Act on legislative and policy-making matters only after examining pertinent facts and considering the superintendent's recommendations;
 - 7. Conduct meetings with planned and published agendas;
 - 8. Encourage and promote professional growth of school staff so that quality of instruction and support services may continually be improved;
 - 9. Establish and maintain procedural steps for resolving complaints and criticisms of school affairs;
 - 10. Recognize that the first and greatest concern must be the educational welfare of the students;
 - 11. Avoid being placed in a position of conflict of interest, and refrain from using position for personal gain; and
 - 12. Attend regularly scheduled meetings as possible, and become informed concerning the issues to be considered at those meetings.
- B. None of these procedures will be deemed to limit or interfere with the rights of teachers and other school employees to collectively bargain pursuant to chapters 9.3 and 9.4 of Title 28 of the RI General Laws or to allow the Superintendent to abrogate any agreement reached by collective bargaining.

Education: Student Orientation Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1707

Effective Date: June 14, 2004 Version: 1

Students receive orientation sessions throughout various stages of confinement. Orientation introduces students to the staff, services, procedures and processes related to education at the Rhode Island Training School.

Related Procedures...

[Education: Student Orientation](#)

Education: Student Orientation

Procedure from Policy 1200.1707 [Education: Student Orientation](#)

- A. Upon intake all residents will receive an orientation regarding the services and programs that are available at the RITS. The orientation will include a general orientation to the education program.
- B. A special education teacher is assigned to engage the newly arrived detention residents. He/she will discuss the education program with these residents to provide a general overview of their participation in the program. He/she will also address any concerns and/or questions that the resident may have regarding the status of his or her educational program.
- C. Educational staff conducts student orientations before the start of the school year and throughout the year. They provide students with information that includes, but is not limited to, standards and criteria for behavior, procedures for being excused from the classroom, educational program options, transition, the points system, testing and report cards.

Education: Staff Development and Training Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1708

Effective Date: June 14, 2004 Version: 1

The Education Program administration and staff collaborate to ensure that all staff participate in a minimum of twenty (20) hours of staff development and training per year. These learning opportunities lead to increased employee efficiency and ultimately to the improvement of the educational environment within the context of custody and security.

Training is specific to the needs of the different categories of employees. Training will focus on orientation, professional development and organizational policies and procedures. The administrative and teaching staff coordinate, manage and assess the effectiveness of the training programs in terms of performance outcomes.

Related Procedures...

[Education: Staff Development and Training](#)

Education: Staff Development and Training

Procedure from Policy 1200.1708: [Education: Staff Development and Training](#)

- A. All teaching staff complete an orientation program prior to entering the classroom setting (refer to Policy 1200.1714, [Education: Staff Orientation](#)).
- B. All currently employed teachers are required to meet professional development and training standards that are established by the Court Order, Rhode Island Department of Education and contractual provisions.

Education: Staff Meetings Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1709

Effective Date: June 14, 2004 Version: 1

The Principal determines the number, time, place and subject matter of staff meetings. Advance notice of staff meetings is provided to educational staff. Teacher attendance is required by the Principal unless the criteria for staff absences are met.

With the exception of the Superintendent, only school administrators and staff and/or faculty members are permitted to attend staff and/or faculty meetings. Third party attendance and/or presentations at staff and/or faculty meetings will only occur with prior approval of the Principal.

School faculty meetings are essential to efficient and effective school operation and provide a mechanism for problem solving and decision making.

Related Procedures...

[Education: Staff Meetings](#)

Education: Staff Meetings

Procedure from Policy 1200.1709: Education: Staff Meetings

- A. Mandatory staff meetings occur at a minimum of one (1) hour per month. Teachers will attend without additional compensation in accordance with the contractual agreement. The Principal or his/her designee will facilitate the process.
- B. The monthly meeting will be scheduled (unless modified by the Principal or his/her designee) on a rotating basis, for a different day of the week each month, to accommodate teacher schedules.
- C. In addition, all teachers participate in collaborative meetings as scheduled. The purpose of these meetings is to discuss the teaching/learning process.

Education: Staff Attendance Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1710

Effective Date: June 14, 2004 Version: 1

All school staff will report to work as scheduled. Routine and or excessive absence and lateness will require an administrative response that may result in disciplinary action that may include sanctions.

School staff will comply with the procedures that are established by this policy regarding attendance.

Related Procedures...

Education: Staff Attendance

Education: Staff Attendance

Procedure from Policy 1200.1710: Education: Staff Attendance

- A. Educational staff contacts a designated staff member on the morning of an absence between the hours of 6:00 am and 6:30 am.
- B. Educational staff complies with the lateness standards established by the Rhode Island Training School.

Education: Community Advisory Board Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1711

Effective Date: June 14, 2004 Version: 1

The School Principal or his/her designee will collaborate with community leaders, business and educational professionals and parents/guardians to establish an Educational Program Advisory Board. The Board will periodically review the career/technical policies and procedures and make recommendations accordingly.

Related Procedures...

[Education: Community Advisory Board](#)

Education: Community Advisory Board

Procedure from Policy 1200.1711: Education: Community Advisory Board

- A. The School Principal or his/her designee will recruit and appoint an Educational Advisory Board that consists of community leaders, business and educational professionals and parents/guardians.
- B. Staff will assist the Advisory Board in accomplishing their goal which is to periodically review the operational policies and procedures, make recommendations as needed, and offer support for the development and maintenance of the educational and career/technical program.

Education: Curriculum and Instructional Plans Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1712

Effective Date: June 14, 2004 Version: 1

The Education Program develops and implements curriculum and instructional plans according to the criteria established by laws and regulations of the State of Rhode Island. In the planning of curriculum, there must be a balance between developing and applying skills and concepts.

Related Procedures...

[Education: Curriculum and Instructional Plans](#)

Education: Curriculum and Instructional Plans

Procedure from Policy 1200.1712: Education: Curriculum and Instructional Plans

- A. The mission of the Education Program guides the curriculum. The goal is to maximize student learning by providing challenging experiences.
- B. The development and revision of curriculum is data driven and competency based.
- C. Teachers have input into curriculum planning and delivery of lessons and consider:
 - 1. Student needs
 - 2. Student involvement in planning
 - 3. Social, cultural, economic and geographic factors
 - 4. Assessment and monitoring
 - 5. Formal and informal reporting procedures (e.g., report cards, bi-monthly reviews, IEP's, conferencing)
 - 6. RIDE Performance Standards and Common Core Curriculum
 - 7. State regulations
- D. The Principal has overall responsibility for curriculum development and delivery.

Education: Student Management Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1713

Effective Date: June 14, 2004 Version: 1

The Principal of the Education Program has the overall responsibility for student management. Student Management and the procedures for development, implementation and maintenance of these policies comply with the Federal Court Order. C.A. No. 4529.

Related Procedures...

[Education: Student Management](#)

Education: Student Management

Procedure from Policy 1200.1713: [Education: Student Management](#)

- A. Teachers will make every effort to resolve minor behavior issues in the classroom. Some methods for doing so are:
 - 1. Rearranging seats
 - 2. Verbal reprimands
 - 3. Removing classroom incentive points
 - 4. Varying work assignments
 - 5. Grouping for instruction
 - 6. Selection of material

- B. If inappropriate behavior persists, the teacher may complete and submit a Behavior Report.
 - 1. The report will be forwarded to the Principal or his/her designee.
 - 2. The Principal or his/her designee will review and initial the report and then review it with the student before determining the appropriate consequence. Consequences, which range from a warning to a loss of privileges, are listed on the Behavior Report Form.

- C. If inappropriate behavior persists or if a student commits serious behavior violations, the student may be removed from the school or confined.
 - 1. In order for this to occur, the teacher must consult with the Principal or his/her designee who will then consult with the Superintendent or his/her designee.
 - 2. The teacher will then be instructed to complete the Discipline Report and submit it to the Principal or his/her designee.

Education: Staff Orientation Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1714

Effective Date: June 14, 2004 Version: 1

The Education Program is responsible to ensure that new employees are familiar with pertinent areas of the Division's operations and to assist new employees in becoming an integral part of the Division's workforce as quickly as possible.

The objectives are to:

- Familiarize new employees with general Division and Department operating procedures, goals, rules, and regulations that pertain to that employee in the performance of his/her job.
- Familiarize new employees with the duties and responsibilities of their new positions.
- Acquaint new employees with the physical layout of the RI Training School and the location of all personnel.
- Encourage a high level of morale, teamwork, and motivation between new and existing staff members of the Department.
- Demonstrate the commitment of the Education Program to the well-being of its staff and students.

The Administration of the Education Program is responsible for coordinating new employee orientation. All staff participate in and complete forty (40) hours of orientation prior to job assignment. There are nine major subject areas for orientation. These subject areas are designed to prepare new employees to successfully transition into the Rhode Island Training School environment. The sections may be abbreviated to accommodate the orientation of employees who have not received formal training in any of the modules of each section. Modules may be presented separately to individuals or in groups as required by training needs.

Individual orientation will be managed by using an orientation checklist. The orientation checklist requires the individual new employee to receive orientation through scheduled meetings/sessions or self-paced instruction. All new employees will complete the orientation checklist. The completed checklist will be maintained in the employee's personnel files.

Related Procedures...

[Education: Staff Orientation](#)

Education: Staff Orientation

Procedure from Policy 1200.1714: Education: Staff Orientation

- A. The Principal will:
 - 1. Ensure the proper implementation and maintenance of a staff orientation program in the Education Program.
 - 2. Coordinate the development of a staff orientation program in consultation with supervisors and staff.
 - 3. Ensure the proper delivery of orientation training to new employees who are assigned to the Education Program.
 - 4. Facilitate the training of new employees.

- B. The Principal will ensure that each new employee is made aware, in an appropriate manner, of the following:
 - 1. The requirements of the new employee's position and details of the job description;
 - 2. The persons to whom the new employee will be responsible, will report, will work with or, as appropriate, will supervise;
 - 3. The regulations, by laws, Department policies and procedures and applicable contractual agreements;
 - 4. The mission, goals and objectives of the Department, Division and Program; and
 - 5. The physical characteristics of the facilities.

- C. There are a total of nine major subject areas that the Principal may use for orientation. A variety of resources are used in the delivery of staff orientation. The curriculum includes instruction on the following topics:
 - 1. The Federal Court Order
 - 2. Behavior Management
 - 3. Security
 - 4. Health and Safety
 - 5. Substance Abuse and Mental Health
 - 6. Juvenile Sex Offenders
 - 7. Suicide Intervention/Prevention
 - 8. Cultural Competence
 - 9. Sexual Harassment Prevention

- D. The Principal determines the content and method of delivery of new employee orientation based on the number of new employees and the knowledge and experience that those employees have in working in juvenile justice environments.

Education: Screening, Assessment and Evaluation - Non- Adjudicated Youth Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1715

Effective Date: June 14, 2004 Version: 1

The Education Program provides educational services for all students. In order to provide those services at levels that are appropriate, non-adjudicated students receive educational screening, assessment and evaluation that assist educators in planning educational services.

The purposes of the assessments are to:

- Promote, assist, and improve students' learning;
- Inform programs for teaching and learning;
- Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students; and
- Plan for educational services based on the confinement determinations of students.

Related Procedures...

[Education: Screening, Assessment and Evaluation - Non- Adjudicated Youth](#)

Education: Screening, Assessment and Evaluation - Non- Adjudicated Youth

Procedure from Policy 1200.1715: Education: Screening, Assessment and Evaluation - Non- Adjudicated Youth

- A. The initial intake process will begin immediately after detainment.
- B. The process begins with a review of pertinent intake information and an interview with the student.
- C. Upon detainment, all students complete reading and mathematics tests.
- D. The results of these instruments assist in the screening, assessment, evaluation and educational planning for non-adjudicated youth.
- E. Students are assessed for their ability to speak and comprehend English if it appears that they are having difficulty with language communications.

Education: Screening, Assessment and Evaluation - Adjudicated Youth Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1716

Effective Date: June 14, 2004 Version: 1

The Education Program provides educational services for all students. In order to provide those services at levels that are appropriate, adjudicated students receive extensive educational screening, assessment and evaluation that assist educators in planning educational services.

The purposes of the assessments are to:

- Promote, assist, and improve students' learning;
- Inform programs for teaching and learning;
- Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students; and
- Plan for educational services based on the confinement determinations of students.

Related Procedures...

[Education: Screening, Assessment, and Evaluation - Adjudicated Youth](#)

Education: Screening, Assessment and Evaluation - Adjudicated Youth

Procedure from Policy 1200.1716: Education: Screening, Assessment, and Evaluation - Adjudicated Youth

- A. The initial intake process will begin immediately after adjudication. It is a seven (7) to ten (10) day process.
- B. The process begins with a review of pertinent intake information and an interview with the student. Information from these sources is used to develop an individualized educational plan.
- C. Upon adjudication, all students complete reading and mathematics diagnostic inventories.
 - 1. **Reading:** To provide tests for measuring general intellectual ability, specific cognitive abilities, oral language, and academic achievement.
 - 2. **Mathematics:** To provide a measure of understanding and application of important concepts and skills in mathematics.
- D. The following examples of assessment instruments may be administered as appropriate:
 - 1. **The Kaufman Brief Intelligence Test (K-BIT):** measure of verbal and non-verbal intelligence.
 - 2. **Piers-Harris Children's Self-Concept Scale 2nd Edition (Piers-Harris 2):** measure of psychological health.
 - 3. **Weschler Intelligence Scale for Children® (WISC-III®):** measures intellectual ability in children ages six (6) to 16.11.
 - 4. **Weschler Adult Intelligence Scale®- 3rd Edition (WAIS®-III):** measures intellectual ability in adults between the ages of 16.11 and 89.
 - 5. **Reynolds Adolescent Depression Scale (RADS):** a measure to screen individuals for depressive symptoms.
 - 6. **Conners' Rating Scales – Revised (CRS-R)**
It assesses a broad range of psychopathological and significant problem behaviors as reported by teachers, parents or alternative caregivers, and adolescents. The CRS-R contains empirically and rationally derived scales which include:
 - a. The Conners' ADHD Index to identify children at risk for ADHD
 - b. The ADHD/DSM-IV Scales which are directly linked to DSM-IV diagnostic criteria
 - c. Conners' Global Index, formerly known as the "Hyperactivity Index" or "Abbreviated Symptom Questionnaire," consists of two parts: Restless/Impulsive and Emotional Lability
 - 7. **Comprehensive Test of Nonverbal Intelligence (CTONI):** a measure of reasoning ability.
 - 8. **The Adolescent Apperception Cards (AAC):** designed to be a non-invasive, non-threatening aid to the clinical assessment of adolescents ages 12-19. It can be helpful in understanding the framework that an individual uses to interpret interpersonal sequences, the kinds of emotional responses that an individual is likely to experience, the way an individual perceives the behavior of others, and an individual's characteristic way of construing interpersonal relationships.
 - 9. **Achenbach System of Empirically Based Assessment® (ASEBA®):** assesses behavior problems, emotional disturbance, and psychopathology through self-report, other reports, direct interviews, or direct observations.

Education: Planning for Adjudicated Youth Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1717

Effective Date: June 14, 2004 Version: 1

The Education Program ensures that all adjudicated students receive comprehensive education plans and services. The Individual Treatment Plan (ITP) incorporates educational goals and objectives based on initial assessments, including services required by the Individual Education Plan (IEP) or Section 504. During subsequent bi-monthly reviews, the goals and objectives may be revised, based on student progress. A transitional planning meeting is held at least ninety (90) and not less than sixty (60) days prior to the resident's anticipated end of sentence.

Related Procedures...

[Education: Planning for Adjudicated Youth](#)

Education: Planning for Adjudicated Youth

Procedure from Policy 1200.1717: Education: Planning for Adjudicated Youth

- A. Initial assessment information collected in Detention provides the basis for each student's academic profile. This information assists teachers in the planning and review process.
- B. Program staff requests educational records from the school last attended by the student after the fifteenth (15th) day of confinement.
- C. Program staff initiates and completes the *"Education/Vocational History"* Form (SMO7BF77). The form captures important information that will be used for:
 - 1. Development of an Individual Treatment Plan (ITP) which will include a plan for educational services;
 - 2. The Bi-Monthly review of the ITP; and
 - 3. Transitional Planning.
- D. The Clinical Coordinator assembles a multidisciplinary treatment team to begin the development of the resident's Individualized Treatment Plan (ITP). Subsequently, Bi-Monthly Reviews (BMR) are scheduled. When appropriate, the resident, parent(s) or legal guardian(s) participate in this process. The planning includes program and/or subject assignment based on the results of the student's assessment, screening and evaluation.
- E. During the ITP meeting, a designated representative from the Education Program completes the *"Educational and Vocational Training Goals and Objectives"* form. This information is entered into RICHIST within seven (7) working days of the ITP meeting and a hardcopy is maintained in the student's education file.
- F. The *"Educational and Vocational Goals and Objectives"* form indicates progress under two (2) Main Goals:
 - 1. The Student will make measurable progress toward receiving a High School Diploma by earning High School Credits in the RITS Education Program by:
 - a. Attending the RITS Education Program daily (220 days per year/ 5 quarters). Evidence of compliance: Attendance Records with a continuous target date for achievement.
 - b. Making measurable progress in Math, Reading, Written Expression, Science, Social Studies, and Computer Literacy. Measurable progress will be consistent with levels of ability. Evidence of compliance: Passing grades on report cards and portfolio content.
 - c. Earning school behavior points. Evidence of compliance: Weekly Points Sheets.
 - d. Completing Book Report Assignments. Evidence of compliance: Written Book Reports.
 - 2. Student will leave the RITS with an appropriate transitional plan in place by:
 - a. Student's and guardian's participation in transition planning Evidence of compliance: signature sheet documenting attendance at the Bi-Monthly Reviews.
 - b. Student identifying adult(s) who will assist him/her with transition in the community (e.g., Project Hope, Case Management, Relative, or Mentor) Evidence of compliance: Documentation based on student's detailed description of his/her transition plan.
 - c. Forwarding the student's school registration packet to the receiving school. Evidence of compliance: The dates that are noted on the Transition Tracking Sheet are at least 30 days prior to official End of Sentence (EOS) date.

- d. Forwarding a record of educational and immunization history to Probation or Family Service staff, as appropriate.
- G. During Bi-Monthly Reviews and Transitional Planning Meetings, Program staff uses a form that is approved by the Department to update the following information:
 - 1. Student demographics
 - 2. End of Sentence Information
 - 3. Referral Information
- H. Prior to the Bi-Monthly Review and/or Transitional Planning Meetings, teachers complete the “Bi-Monthly Review and Transitional Planning- Teacher Input” Report. This report indicates the student’s progress in each subject area.

Education: Non- Adjudicated Youth Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1718

Effective Date: June 14, 2004 Version: 1

The Education Program provides educational services for all residents, including those who are non-adjudicated. Educational planning is based on educational screening, assessment, evaluation, and the tentative nature of the detainee's length of stay at the facility.

Related Procedures...

[Education: Non-Adjudicated Youth](#)

Education: Non- Adjudicated Youth

Procedure from Policy 1200.1718: Education: Non- Adjudicated Youth

- A. Non-adjudicated students will be assigned to either one of two learning groups for up to thirty (30) days of their detention. During that time a Special Education Teacher will cover basic subjects that concentrate on literacy and current events. There will also be an emphasis on health and safety.
- B. After thirty (30) days of detention, the student will be assigned to a third learning group that provides a competency based curriculum. If the student is adjudicated before the fifteenth day of his or her stay, Program staff requests the student's educational records.
- C. On the fifteenth day of detention the Education Administration initiates procedures to obtain the student's record from the school system where the student last attended.
- D. During the entire length of the student's stay at the RITS, regardless of his or her adjudication status, the Education Program staff will encourage parent or legal guardian participation.

Education: Services for Students in Isolation, Segregation and Lock-up Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1719

Effective Date: June 14, 2004 Version: 1

The Education Program recognizes that the disciplinary actions that involve isolating, segregating and locking up residents are the most restrictive means of behavior management. It may be necessary, however, as a last resort in the continuum of the Division's Behavior Management Policies and Procedures.

In such cases, the Education Program provides educational services to the student.

Related Procedures...

[Education: Services for Students in Isolation, Segregation and Lock-up](#)

Education: Services for Students in Isolation, Segregation and Lock-up

Procedure from Policy 1200.1719: Education: Services for Students in Isolation, Segregation and Lock-up

- A. A Major Discipline Review may result in a decision to remand a resident to his/her unit.
- B. Any resident who is remanded to his/her unit receives educational services.

Education: Student Access to Credentialing Programs Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1720

Effective Date: June 14, 2004 Version: 1

The Education Program makes certification and credentialing courses available to students. This occurs within the guidelines established by state and federal laws governing the education of adjudicated and non-adjudicated juveniles who are confined to the RITS.

Related Procedures...

[Education: Student Access to Credentialing Programs](#)

Education: Student Access to Credentialing Programs

Procedure from Policy 1200.1720: [Education: Student Access to Credentialing Programs](#)

- A. Although most students will not be detained for a period of time that will allow them to complete most educational credentialing programs, teachers identify students, based on educational history and performance, to:
 - 1. Receive a certificate of completion in career/co-curricular courses.
 - 2. Receive a high school diploma or General Education Diploma.
 - 3. Accumulate college course credits through the Community College of Rhode Island.
- B. Teachers assess the students' ability to complete educational services based on academic ability, behavior and performance.
- C. Students access certificates and college credits through an array of programs that may include, but not be limited to:
 - 1. Computer Technology
 - 2. Carpentry
 - 3. Culinary Arts
 - 4. Small Engines
 - 5. Creative Arts
 - 6. Community College of Rhode Island (College Credits)
 - 7. High School Diploma (Issued by the high school)
 - 8. General Education Diploma
 - 9. Other approved programs

Education: Staff Credentials Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1721

Effective Date: June 14, 2004 Version: 1

Rhode Island General Law 16 requires appropriate teaching/administrative certificates for all professionals employed in the public schools and private facilities. The Rhode Island Department of Education's Office of Teacher Certification and Professional Development is the certification authority for teachers in the state of Rhode Island. The Principal of the school ensures that all educational staff have and maintain the required credentials and certifications.

Related Procedures...

[Education: Staff Credentials](#)

Education: Staff Credentials

Procedure from Policy 1200.1721: [Staff Credentials](#)

- A. The Principal is responsible to ensure that all teaching staff possess appropriate and current licensing and certification.
- B. Prior to the start of each academic year, the Principal reviews each staff member's certification status to ensure compliance with the Rhode Island Department of Education's requirements.

Education: Middle/Secondary Program Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1722

Effective Date: June 14, 2004 Version: 1

The Rhode Island Training School will provide a variety of learning opportunities for residents who participate in the Middle/Secondary Education Program. The primary objective of the program is for students to earn credits to return to community schools and continue their studies to obtain a diploma.

The two main types of classes in this program are Special Education Self Contained classes and Regular Education classes.

Related Procedures...

[Education: Middle/Secondary Program](#)

Education: Middle/Secondary Program

Procedure from Policy 1200.1722: [Education: Middle/Secondary Program](#)

- A. All students are scheduled for the following courses, the content of which is modified according to the needs of the students. Courses are categorized as follows:
 - 1. Academic:
 - a. English
 - b. Social Studies
 - c. Math
 - d. Science
 - e. Reading
 - 2. Co-Curricular
 - a. Physical Education
 - b. Health
 - c. Career/Technical
 - d. Computers
 - e. Library/Media
 - f. Life Skills
 - g. Creative Writing
- B. Some Co-curricular courses will be offered based on the availability of teachers and needs/interests of students.
- C. Regular Education and Special Education students may receive support services as they are indicated in an IEP, 504 plan, etc. Some examples of support services are:
 - 1. Academic support/resources
 - 2. Speech/Language
 - 3. Counseling
 - 4. English Language Learners support
 - 5. Adaptive Physical Education
- D. The Principal will collaborate with teachers to design basic secondary education curriculum in key subjects such as English, Social Studies, Art, Science, Mathematics, Reading, Health and Physical Education and Computer Technology.
- E. Educational strategies will focus on:
 - 1. Standards based approaches for operations and competency based approaches for curriculum;
 - 2. Assessments;
 - 3. Curriculum and instruction;
 - 4. Accommodations;
 - 5. Individual education and transition planning (IEP, 504, and ITP);
 - 6. Integrated academic and career/work based learning strategies; and
 - 7. School transitioning for retention until graduation.

Education: Program Development and Improvement Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1723

Effective Date: June 14, 2004 Version: 1

The Education Program staff continuously strives to achieve excellence in service delivery. The various strategies utilized are data collection and analysis, staff review and modification of curriculum, input from students as well as business and education professionals and implementation of best practices within correctional education. Program development and improvement is a continuous process.

Related Procedures...

[Education: Program Development and Improvement](#)

Education: Program Development and Improvement

Procedure from Policy 1200.1723: Education: Program Development and Improvement

- A. The Program development and improvement plan will be structured to:
 - 1. Identify personnel training and professional development needs.
 - 2. Implement initiatives that focus on the continual improvement of programming.
 - 3. Develop standardized methods to analyze, monitor, and manage program outcomes.
 - 4. Assist in the development and monitoring of short and long term goals.
 - 5. Develop and manage strategies for data collection and follow-up.
- B. The success of the educational program will depend on teaching qualities across three primary areas:
 - 1. Knowledge of subject matter;
 - 2. Knowledge of the learners; and
 - 3. Knowledge of teaching and learning.
- C. The Principal monitors program development and improvement.
- D. The RITS Education Program participates in a network of State Operated Alternative Programs (SOAP) in its program development and improvement efforts. The goals of SOAP are:
 - 1. To insure that students that are served by SOAP are recognized and accepted as community members; and
 - 2. To prepare students to access opportunities.
- E. SOAP strategies for achieving those goals:
 - 1. Collect data to drive decision-making (refer to SOAP Data System Manual);
 - 2. Adopt standards based instruction and develop curriculum at the agency level;
 - 3. Provide professional development opportunities based on needs assessments;
 - 4. Consolidate efforts to develop resources for programs;
 - 5. Facilitate the students' transitions to other agencies, the community, schools;
 - 6. Promote public and institutional awareness.

Education: Post Secondary Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1724

Effective Date: June 14, 2004 Version: 1

The Education Program recognizes the importance of providing opportunities for Post Secondary Education. The program goal is to facilitate the accessibility of post-secondary education to eligible students.

The education staff develops strategies that encourage students to begin and complete degrees or certifications in a variety of fields; improves the provision of and access by students to scholarships, fellowships, funding, stipends and other incentives during transition to the community and evaluates the provision of vocational training and retraining opportunities.

Related Procedures...

[Education: Post Secondary](#)

Education: Post Secondary

Procedure from Policy 1200.1724: [Education: Post Secondary](#)

- A. The Post Secondary Education provides college credit or certificates of completion. Students may also opt for an on-ground paid job in one of several areas, including the school office, laundry, cafeteria, and school classroom.
- B. The Post Secondary Education courses may include, but not be limited to:
 - 1. Computer: This course provides experience in a range of computer software programs, installation of software and maintenance of systems and management of peripherals. In addition, using the computer for research and learning is covered.
 - 2. Carpentry: This course offers an introduction to the field of carpentry with an emphasis on methods, standards, and safety in light wood working systems. Students complete actual or simulated construction projects in a work-simulated class.
 - 3. Culinary Arts: Students enrolled in the Culinary Arts Program are introduced to a career in the foodservice industry and have hands-on experiences in many facets of food preparation. The course encompasses an introduction to supervisory and managerial responsibilities, such as, sanitation, menu planning, management, cooking, baking, and food service operations.
 - 4. Jobs for Ocean State Graduates: This Program (based on the national school-to-work model Jobs for America's Graduates) is part of a school-to-work initiative. Job specialists are assigned to work with students on work related competencies.
 - 5. Small Engines: This course focuses on small engine mechanic repairs and maintenance.
 - 6. College Credits: Eligible students enroll and participate in college courses. Students receive up to three (3) college credits per course that may be applied toward a college degree.
 - 7. Creative Arts: Creative arts classes facilitate students' self-expression and incorporate experiential learning through a multitude of senses.
 - 8. Other opportunities exist for education and career development such as: The Shadowing Program, The Network Internship Program, The Computer Internship Program, life skills classes, and creative writing. Classes may vary depending upon student interest and/or the availability of instructors.

Education: Special Education Services Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1725

Effective Date: June 14, 2004 Version: 1

The Education Program recognizes that every youth with a disability, as defined by The Individuals with Disabilities Education Act (IDEA), is entitled to free appropriate public education (FAPE). This entitlement exists for all eligible children and youth, including those involved in the juvenile justice system.

The Education Program recognizes that IDEA requires that, "to the maximum extent appropriate," youth with disabilities, including those in public and private institutions or other care facilities, are educated with youth who are not disabled. Placement in special classes, separate schooling, or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. This provision is often referred to as the requirement for education in the "least restrictive environment."

The Education Program staff identifies and evaluates all students with disabilities and implements a system to determine students who are currently receiving special education and related services. The Education Program provides special programs in accordance with state and federal requirements, including the implementation of procedural safeguards.

Related Procedures...

[Education: Special Education Services](#)

Education: Special Education Services

Procedure from Policy 1200.1725: Education: Special Education Services

- A. Under the 1997 IDEA amendments, a Local Education Authority (LEA) is required to have an individualized education program (IEP) in effect at the beginning of each school year for each youth with a disability in its jurisdiction. Federal regulations call for no more than 30 days to pass between the determination that a student needs special education and related services and the conduct of the meeting to develop an IEP for the student. A team that includes the following people develops the IEP:
 - 1. The student's parents or advocate/legal guardian.
 - 2. At least one regular education teacher of the student (if the youth is or may be participating in a regular education environment).
 - 3. At least one special education teacher of the student or, if appropriate, at least one special education provider of the student.
 - 4. A qualified representative of the LEA.
 - 5. An individual who can interpret the institutional implications of evaluation results.
 - 6. Others (at the discretion of the parents or the Education Program) who have knowledge or special expertise regarding the youth, including related service personnel as appropriate. This category also could, at the discretion of the parents or the agency, include persons such as probation officers, institutional staff, or other service providers with knowledge or special expertise regarding the youth.
 - 7. The student with a disability (if appropriate).
- B. Special education services must be implemented in the larger context of general academic and vocational programs because of the tentativeness of the length of a student's stay. Instructional strategies must address learning or behavioral problems and involve parents, guardians, or surrogates.
- C. The implementation of appropriate instructional strategies must also address transition services for youth released to the community. In addition, accommodations for youth with disabilities will be implemented in the school.

Education: Section 504 of the Rehabilitation Act Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1726

Effective Date: June 14, 2004 Version: 1

The Education Program complies with the policies and procedures of Section 504 of the Rehabilitation Act - Nondiscrimination under Federal Grants and Programs. This entitlement exists for all eligible youth, including those involved in the juvenile justice system. Section 504 includes school-age children who have a physical or mental impairment that substantially limits a major life activity. Section 504 is a broad civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education.

Related Procedures...

[Education: Section 504 of the Rehabilitation Act](#)

Education: Section 504 of the Rehabilitation Act

Procedure from Policy 1200.1726: [Section 504 of the Rehabilitation Act](#)

- A. The Education Program identifies all students as disabled who meet the definition of Section 504: Disabled students include those who have an impairment that substantially limits a major life activity. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing tasks. The condition need only substantially limit one major life activity in order for the student to qualify.
- B. Consistent with Section 504, the Education Program has a coordinator, grievance process, procedural safeguards and impartial hearing requirements.
- C. Eligible students perform essential functions of school with reasonable accommodations. Reasonable accommodations include making facilities accessible or usable as well as modifying equipment or devices.
- D. A group of individuals who are knowledgeable about the student, evaluation data, and accommodation options convenes and develops a written plan of services.
- E. Parents and/or legal guardians are notified and have an opportunity to participate in any 504 planning meetings and decisions. They may be represented by legal counsel.

Education: Career/Technical Component Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1727

Effective Date: June 14, 2004 Version: 1

An important goal of the Rhode Island Training School Education Program is to maintain a Career/Technical Education curriculum to support the vocational needs of the students at the facility.

In almost all cases, the average length of stay at the RITS normally does not correspond to the length of time required for completion of career/technical programs that produce licenses and/or certification.

Related Procedures...

[Education: Career/Technical Component](#)

Education: Career/Technical Component

Procedure from Policy 1200.1727: Education: Career/Technical Component

- A. The Education Program of the Rhode Island Training School provides students with a variety of opportunities for career and technical education. Given that the average length of stay for residents does not correspond to the length of vocational or technical career certifications, the primary goals of the career educational program are reflected in the policy statement.
- B. Students can receive school credit for completion from career/technical curricula that includes (but is not limited to) the following areas:
 - 1. Computer Technology
 - 2. Carpentry
 - 3. Culinary Arts
 - 4. Small Engines
 - 5. Creative Arts
 - 6. Barbering
- C. Qualified students may also earn college credits (one 3-credit course per term) through an on-grounds Community College of Rhode Island Program.
- D. Additionally, students may participate in a life skills program.

Education: Title I Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1728

Effective Date: June 14, 2004 Version: 1

The Education Program complies with all standards that are established by Title I within the parameters of regulations established by the Rhode Island Department of Education, The Department of Children, Youth, and Families, and the Division of Juvenile Corrections. The Education Program has been designated as a school-wide Title I Program.

The purpose of Title I is to enable schools to assist youth in acquiring the knowledge and skills expected of all youth as contained in the state content and performance standards.

Related Procedures...

[Education: Title I](#)

Education: Title I

Procedure from Policy 1200.1728: [Education: Title I](#)

- A. The Education Program utilizes Title I funding to provide direct and indirect support services to all students.
- B. Title I services are provided to students in an effort to:
 - 1. Improve academic performance.
 - 2. Provide transition planning
 - 3. Provide youth returning to the community from the RITS with support systems to ensure continued educational success.

Education: Student Progress Reports Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1729

Effective Date: June 14, 2004 Version: 1

The Education Program administration and staff provides progress reports to students and parents/guardians to promote a process of continued evaluation of student performance. This process is the most effective means of informing the student and his/her parent/guardian about progress and of providing a catalyst for change in performance.

The purpose and objectives of the Education Program reporting system are:

- To reflect the mission of the Education Program;
- To provide information and opportunity for parents and teachers to work together;
- To provide knowledge that will help parents understand the needs and progress of their child;
- To indicate specific progress in meeting the objectives of the individual course or curriculum and establishing a written record of this progress;
- To provide information about the student, judge the quality of the student's work and provide a basis for instructional planning; and
- To motivate and help the student to improve his or her own work.

Related Procedures...

Education: Student Progress Reports

Education: Student Progress Reports

Procedure from Policy 1200.1729: Education: Student Progress Reports

- A. The Clinical Coordinator or his/her designee chairs and facilitates a multidisciplinary Individual Treatment Plan (ITP) meeting within thirty (30) days of a resident's adjudication.

- B. Multidisciplinary team includes the Unit Manager, the Clinical Social Worker, a member of the educational staff, as well as other resource personnel or treatment team members, as appropriate and a member of the medical staff.

- C. The Clinical Coordinator or his/her designee will facilitate the presentation of the following information:
 - 1. Social history
 - 2. Educational Information
 - 3. Behavioral observations
 - 4. Medical history
 - 5. Psychological, psychiatric and neurological reports (If applicable)
 - 6. Any other information that may be relevant to developing the ITP.

- D. During the ITP meeting all treatment and/or service goals are established, including educational goals. A schedule is then established to review the resident's progress every two months thereafter, until the time of release.

- E. The process of reporting a student's progress subsequent to the ITP includes but is not limited to the following:
 - 1. Regularly scheduled conferences with parents and/or legal guardians;
 - 2. Written reports issued to parents and/or legal guardians delineating the student's achievement;
 - 3. The results of standardized academic achievement tests with appropriate explanation to allow the parents and/or legal guardians to interpret the results;
 - 4. Bi-monthly reviews (BMR);
 - 5. Family Court reporting requirements.

- F. Education staff maintains a portfolio that contains records of the student's participation in the program. The information is used to review the student's progress during the BMR. It

is also used as a resource during the student's Transitional Planning Meeting conducted prior to the student's release from the RITS.

G. Each month teachers receive a computer generated list of students whose progress is scheduled for a BMR for that month. Based on that list, they review and update the following information that is used at the time of the review:

1. The educational goals and objectives that are indicated in the ITP;
2. The Teacher Input Sheets;
3. The Competencies Lists and;
4. Behavior reports (Point Scores and Disciplinary Reports) as applicable.

Education: Student Records Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1730

Effective Date: June 14, 2004 Version: 1

The Director of Special Education is responsible for the collection and maintenance of student records. Faculty and staff members may keep informal records relating to their functional responsibilities with individual students.

Federal law, Family Educational Rights and Privacy Act of 1974 (FERPA and the Buckley Amendment), affords students certain rights concerning their student educational records. Students and/or their parents or legal guardians have some control over the disclosure of information from the records. Educational institutions, such as the Rhode Island Training School Education Program, have the responsibility to prevent improper disclosure of personally identifiable information from the records.

The Rhode Island General Law (RIGL), Title 16 establishes specific guidelines for the access and disclosure of student records.

The Education Program complies with existing law relating to access and disclosure of student records.

Related Procedures...

[Education: Student Records](#)

Education: Student Records

Procedure from Policy 1200.1730: [Education: Student Records](#)

- A. Parents, guardians and eligible students have the following rights:
 - 1. The right to personally inspect and review records in existence at the time of the request.
 - a. The request will be made to the Principal or designated appropriate authority.
 - b. The records must be made available within ten (10) days.
 - 2. The right to a reasonable explanation and interpretation of the records.
 - 3. The right to copies of the records. The cost per copied page of written records will not exceed fifteen cents (\$.15) per page for records copied on common business or legal size paper. No fee will be assessed to search for or to retrieve the records.
 - 4. The right to have the records preserved as long as a request to inspect is outstanding.
 - 5. The right to request an amendment and/or record expunging if the parent or eligible student believes that the information contained in these records is inaccurate, misleading, or in violation of the student's right to privacy. This request will be made in writing to the appropriate records keeper.
 - 6. The right to place a statement in the record commenting on contested information.
- B. Any person aggrieved under the law specified in RIGL, Chapter 16 will have the right to appeal according to the provisions of Chapter 39 of Title 16 (RIGL).
- C. The record is the means by which multiple providers communicate a chronology of educational services. Therefore, staff must document records clearly, accurately, and effectively throughout the duration of the student's stay at the RITS.
- D. Confidentiality
 - 1. When working with a record, employees take precautions to protect student confidentiality.
 - 2. Records are secured in closed drawers or briefcases where they are not exposed to plain view.
 - 3. Paperwork that is not filed is secured until it is submitted for filing.
- E. Employees make sure that all required information (including signature and dates) is completed on all documents before submission.

Education: General Education Development (GED) Program Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1731

Effective Date: June 14, 2004 Version: 1

The Education Program provides students with the opportunity to obtain an alternative diploma whenever appropriate. The High School Equivalency Diploma Program, also known as GED (General Education Development), has the objective of awarding Senior High School Equivalency Diplomas to persons who successfully complete a series of five tests.

Related Procedures...

[Education: General Education Development \(GED\) Program](#)

Education: General Education Development (GED) Program

Procedure from Policy 1200.1731: [General Education Development \(GED\) Program](#)

- A. A component of the educational program includes an assessment of the appropriateness of enrolling students in the General Education Development (GED) Program. The assessment determines the student's desire and ability to obtain a GED. This program is provided at no cost to the students.
- B. At a minimum, students must also meet one or more of the following criteria:
 - 1. Have attained 16 years of age;
 - 2. Not be enrolled or required to be enrolled in high school under State law;
 - 3. Lack sufficient mastery of basic educational skills that allow them to reach their full potential;
 - 4. Not have a high school diploma or its recognized equivalent (GED).
- C. The successful preparation and subsequent GED examination includes the following subject areas:
 - 1. Writing Skills, Part I : Sentence structure, Usage, Spelling, punctuation, capitalization
 - 2. Writing Skills, Part II: Essay
 - 3. Social Studies: History, Economics, Political science, Geography, Behavioral sciences
 - 4. Science: Life science, Physical sciences
 - 5. Interpreting Literature and the Arts: Popular literature, Classical literature, Commentary on literature and the arts
 - 6. Mathematics: Arithmetic, Algebra, Geometry
- D. Students must receive a passing score of 2,250 with an average score of 450 (but no test below the score of 410) in all subject areas before they can receive a GED.

Education: The Individualized Education Program (IEP) Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1732

Effective Date: June 14, 2004 Version: 1

The Education Program recognizes that the Individualized Education Program (IEP) is the cornerstone of the Individuals with Disabilities Education Act (IDEA), which ensures educational opportunity for students with disabilities. The IEP is a contractual agreement to guide, orchestrate and document specially designed instruction for each student with a disability based on his or her unique academic, social and behavioral needs.

The Education Program complies with all requirements of the IDEA regarding the development and implementation of the Individualized Education Program. The IEP is developed or reviewed at a team meeting within thirty (30) days of admission and is reviewed at subsequent bi-monthly team meetings. The IEP must be reviewed by the complete IEP team at least once per year and revised, as needed.

Related Procedures...

Education: The Individualized Education Program (IEP)

Education: The Individualized Education Program (IEP)

Procedure from Policy 1200.1732: [The Individualized Education Program \(IEP\)](#)

- A. A relationship exists between the IEP and classroom activities. Each student's present level of performance serves as the basis for the IEP annual goals and objectives. This basic link between the student's needs and his or her program represents the very essence of special education and specially designed instruction.
- B. Teachers make every effort to ensure that each annual goal and short-term objective is directly related to the statement of the student's present level of performance.
- C. The IEP contains goals and objectives for all areas in which the student cannot substantially benefit from the regular education program, including related services.
- D. In planning an intervention, the IEP team takes into account the student's current skill level, the teacher's skill, the resources, and the likelihood that the intervention will be implemented. This last factor often depends upon the following:
 - 1. Effectiveness of the intervention;
 - 2. The length of time and skill required for the intervention; and
 - 3. The significance of the student's needs.
- E. The following participants are involved in the IEP meeting:
 - 1. The student's parents or advocate/legal guardian.
 - 2. At least one regular education teacher of the student (if the youth is or may be participating in a regular education environment).
 - 3. At least one special education teacher of the student or, if appropriate, at least one special education provider of the student.
 - 4. A qualified representative of the LEA.
 - 5. An individual who can interpret the institutional implications of evaluation results.
 - 6. Others (at the discretion of the parents or the Education Program) who have knowledge or special expertise regarding the youth, including related service personnel as appropriate. This category also could, at the discretion of the parents or the agency, include persons such as probation officers, institutional staff, or other service providers with knowledge or special expertise regarding the youth.
 - 7. The student with a disability (if appropriate).
- F. In developing the IEP, the IEP team considers, among other factors, the student's present levels of educational performance, his or her special education needs, the services to be delivered, objectives to be met, timelines for completion, and assessment of progress. IDEA requires each IEP plan to include the following basic elements:
 - 1. A statement of the child's present levels of educational performance.
 - 2. How the child's disability affects his or her involvement and progress in the general curriculum (i.e., the same curriculum as for non-disabled students).
 - 3. A statement of measurable annual goals, including benchmarks or short-term objectives, related to:
 - a. Meeting the student's needs that result from his or her disability to enable the student to be involved in and progress in the general curriculum.

- b. Meeting each of the student's other educational needs that result from his or her disability.
 - c. A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student to:
 - i. Advance appropriately toward attaining goals.
 - ii. Be involved and progress in the general curriculum and participate in extracurricular and other nonacademic activities.
 - iii. Be educated and participate with other students with disabilities and non-disabled students in the activities described above.
 - 4. An explanation of the extent, if any, to which the student will not participate with non-disabled youth in the regular class and in extracurricular and other nonacademic activities.
 - 5. A statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment. If the IEP team determines that the student will not participate in a particular state or district-wide assessment of student achievement (or part of an assessment), a statement of why that assessment is not appropriate for the student and how the student will be assessed is needed.
 - 6. A projected date for the beginning of services and modifications and the anticipated frequency, location, and duration of these services and modifications.
 - 7. A statement of how the student's progress toward the annual goals will be measured and how the student's parents and advocate will be regularly informed of their student's progress—at least as often as parents are informed of their non-disabled student's progress—toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.
- G. The IEP must also include:
- 1. A statement of transition service needs of the student that focuses on the student's courses of study (e.g., advanced placement courses, vocational education) if the youth involved is 14 years old (or younger if determined appropriate by the IEP team). The statement must be updated annually.
 - 2. A statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages for transition services if the youth involved is 16 years old (or younger if determined appropriate by the IEP team).
- H. Transition services are incorporated to assist youth in moving from school to post-school activities. These services should include postsecondary education, vocational training, employment (including supported employment), continuing and adult education, specific adult services, independent living, and community participation.
- I. When the purpose of the IEP meeting is consideration of the student's transition service needs, the youth must be invited to the IEP meeting. The meeting addresses:
- 1. Behavior that impedes his or her learning or that of others.
 - 2. Needs of English Language Learners as those needs relate to the IEP.
 - 3. Instructional modifications for blind or visually impaired and deaf or hard of hearing students.
 - 4. Needs for assistive technology devices and services.

- J. Staff must set specific timelines for each stage in the referral, evaluation, and IEP development process, as appropriate.

Education: Student Transitioning Policy

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1733

Effective Date: June 14, 2004 Version: 1

Student transitioning refers to a coordinated, outcome-based set of aftercare services for youth in the juvenile justice system. Transition services help youth to achieve social adjustment, employment and educational success when they leave the juvenile justice system. The ultimate goal of transition interventions is to promote successful re-integration of juveniles into the community. In order to provide appropriate educational and vocational services to adjudicated youth, the Education Program provides appropriate assistance to youth during transition periods.

Related Procedures...

[Education: Student Transitioning](#)

Education: Student Transitioning

Procedure from Policy 1200.1733: Education: Student Transitioning

- A. Effective transition practices are those that are shared by correctional education staff as well as by personnel from the public schools and other community-based programs such as mental health and social services that send and receive students. The quality of educational and vocational services for students is contingent upon successful interagency collaboration.
- B. Team-based planning (Refer to Policy #1200.1717, Education: Planning for Adjudicated Youth): Transition services are developed and implemented by the Individual Treatment Plan (ITP) or transition team in cooperation with correctional counselors and other staff. This team includes the youth, special educators, general educators, other school personnel, family members, and community agency personnel. The team engages in a systematic process of decision making that includes determining eligibility for special education services, planning for appropriate placement, developing IEPs/504 Plans (when applicable) that include transitional services and goals, and providing appropriate educational, vocational, and related services to juveniles with disabilities.
- C. Tracking and monitoring: Systematic and continual monitoring of youth through the juvenile justice system facilitates achieving transition goals and outcomes and allows for periodic evaluations of transition processes.
- D. Throughout the Bi-Monthly Review process, the Bi-Monthly Review Team focuses on the student's successful transition from the RITS. Planning includes routine reviews of student's progress toward educational/vocational goals and objectives and overall academic progress.
- E. Prior to the transitional planning meeting, a Transitional Facilitator completes an educational transition plan. Support staff from the Education Program presents a completed draft at the scheduled meeting. A completed plan is filed in the student's record within seven (7) days of the Transitional Planning Meeting.
- F. The Educational Transition Plan will detail the following:
 - 1. The anticipated educational plan;
 - 2. Individuals and/or agencies responsible for making arrangements for educational needs;
 - 3. Individuals and/or agencies responsible for making arrangements for any anticipated vocational training needs.
- G. The Transitional Planning Packet will include:
 - 1. The Adaptive Behavior Report;
 - 2. The Clinical Psychological Evaluation, if applicable;
 - 3. The Psychological Evaluation, if applicable;)
 - 4. The School Immunizations Report
 - 5. Transcripts from the RITS Education Program;
 - 6. IEP/504 Plan, if applicable;
 - 7. Educational Evaluations
- H. The information from all of these documents in conjunction with the ITP is used to develop and facilitate the student's transition from the RITS.

- I. A record of educational and immunization history is forwarded to Probation or Family Service staff, as appropriate.